



## Maryville Elementary

2125 Poplar Street  
Georgetown, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	582 Students	
<b>Principal</b>	Stephanie S. Bell	843-546-8423
<b>Superintendent</b>	Dr. H. Randall Dozier	843-436-7000
<b>Board Chair</b>	Mr. Jim Dumm	843-436-7000

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Average	Average
2007	Average	Below Average
2006	Average	At-Risk
2005	Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

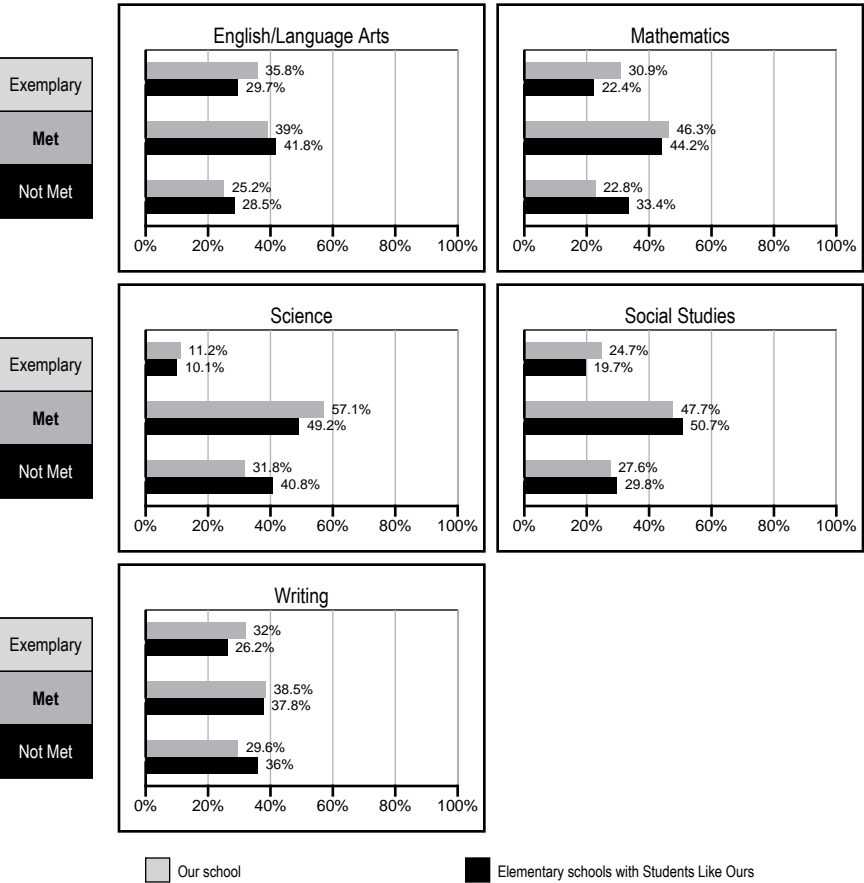
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	8	95	18	1

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=582)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.8%	Down from 3.6%	2.4%	1.9%
Attendance rate	96.2%	Down from 96.3%	96.1%	96.3%
Eligible for gifted and talented	7.3%	Down from 10.9%	7.3%	10.0%
With disabilities other than speech	7.5%	Down from 9.0%	9.2%	7.7%
Older than usual for grade	0.4%	Down from 0.6%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 2.3%	0.0%	0.0%
<b>Teachers (n=42)</b>				
Teachers with advanced degrees	57.1%	Down from 61.4%	57.4%	59.4%
Continuing contract teachers	83.3%	Down from 93.2%	81.6%	80.0%
Teachers with emergency or provisional certificates	2.6%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	89.0%	Down from 94.6%	85.8%	85.9%
Teacher attendance rate	94.9%	Down from 95.8%	95.0%	95.1%
Average teacher salary*	\$50,004	Up 0.6%	\$46,512	\$47,149
Professional development days/teacher	7.1 days	Up from 7.0 days	11.8 days	11.1 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Up from 16.4 to 1	18.5 to 1	18.8 to 1
Prime instructional time	90.2%	Down from 91.5%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$8,591	Up 10.1%	\$7,586	\$7,458
Percent of expenditures for instruction**	68.0%	Down from 68.5%	68.4%	68.8%
Percent of expenditures for teacher salaries**	63.8%	Down from 64.2%	62.0%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

We, the faculty and staff at Maryville Elementary School, believe in working hand-in-hand with the parents and community. We strive to offer stimulating instructional programs that will challenge our students to work toward their full academic potential.

We continue to improve instructional strategies used in our classrooms so we may meet the needs of our diverse population. It is necessary for us to develop enrichment, as well as remediation programs, at all levels through academic tutors, focus groups, and continuous flexible grouping. The students achieved much success this year with these in place. Simultaneously, we examined data from common assessments, DIBELS, and MAP and made adjustments to instruction as needed. Along with the implementation of Voyager in our resource classes, these practices were significantly beneficial to our students' growth in decoding, comprehension, and fluency.

Maryville students are provided with opportunities through the various areas of discipline. We host an Artist in Residence program annually. Students are recognized in Art through the Superintendent's Art Awards and the Principal's Gallery. Annually, our Special Needs students participate in the local and state Special Olympics, from which they return adorned with medals. Our students also have the opportunity for continued growth through musical performances.

Maryville's PTO has been a tremendous partner for our faculty, staff, and students. They provide classroom/field trip requests and teacher incentives. The PTO is also generous when showing appreciation to faculty and staff throughout the year.

We are dedicated to achieving our mission by developing critical thinkers and preparing each student to be responsible while challenging them through their educational experience. We ask for your continued support through this journey.

Stephanie S. Bell, Principal  
Kim Powers, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	60	29
Percent satisfied with learning environment	100.0%	96.7%	92.9%
Percent satisfied with social and physical environment	100.0%	76.3%	96.4%
Percent satisfied with school-home relations	92.6%	86.7%	96.4%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

YES

This school met 19 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.3%	0.0%	No
Student attendance rate	96.2%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	263	99.6	25.2	39	35.8	84.1	81.6	82.8	Yes	Yes
<b>Gender</b>										
Male	140	99.3	28.1	39.1	32.8	81.3	77.5	79.3	N/A	N/A
Female	123	100	22	39	39	87.3	86	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	110	99.1	15.5	34	50.5	92.2	89.9	89.5	Yes	Yes
African American	126	100	31.6	41.9	26.5	77.8	72.4	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	92.3	I/S	I/S
Hispanic	27	100	34.6	46.2	19.2	80.8	80.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	41	97.6	72.2	25	2.8	41.7	39.7	52	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	27	100	34.6	46.2	19.2	80.8	78.8	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	182	99.5	29.8	39.9	30.4	81	75.4	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	263	99.6	22.8	46.3	30.9	83.3	80.4	78.9	Yes	Yes
<b>Gender</b>										
Male	140	99.3	25	41.4	33.6	78.9	77.7	77	N/A	N/A
Female	123	100	20.3	51.7	28	88.1	83.3	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	110	99.1	14.6	42.7	42.7	88.3	88.9	87.2	Yes	Yes
African American	126	100	28.2	49.6	22.2	77.8	70.7	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.8	93	I/S	I/S
Hispanic	27	100	30.8	46.2	23.1	88.5	84.5	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	41	97.6	75	16.7	8.3	27.8	36.4	45.5	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	27	100	30.8	46.2	23.1	88.5	83.8	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	182	99.5	28	47	25	79.8	73.7	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	185	99.5	31.8	57.1	11.2	68.2	65.8	67.5
<b>Gender</b>								
Male	96	99	31.4	55.8	12.8	68.6	63.5	67
Female	89	100	32.1	58.3	9.5	67.9	68.3	68
<b>Racial/Ethnic Group</b>								
White	79	98.7	20.5	61.6	17.8	79.5	79.6	79.5
African American	87	100	43	51.9	5.1	57	50.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	84.3
Hispanic	19	100	27.8	61.1	11.1	72.2	58.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	30	96.7	N/AV	N/AV	N/AV	24	26.8	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	19	100	27.8	61.1	11.1	72.2	55.1	59.6
<b>Socio-Economic Status</b>								
Subsided meals	126	99.2	39.5	54.4	6.1	60.5	55.1	55.1

<b>Social Studies</b>								
All Students	185	99.5	27.6	47.7	24.7	72.4	70.4	72.3
<b>Gender</b>								
Male	101	99	28.7	41.5	29.8	71.3	70	71.5
Female	84	100	26.3	55	18.8	73.8	70.8	73.2
<b>Racial/Ethnic Group</b>								
White	81	98.8	14.5	47.4	38.2	85.5	81.6	80.7
African American	87	100	37.8	50	12.2	62.2	58	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	88.5
Hispanic	17	100	37.5	37.5	25	62.5	65.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	32	96.9	65.5	27.6	6.9	34.5	34	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	17	100	37.5	37.5	25	62.5	61.3	67.9
<b>Socio-Economic Status</b>								
Subsided meals	122	99.2	34.5	48.7	16.8	65.5	60.5	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	260	98.5	29	38.8	32.2	71	69.5	70.2	96.2	96.2
Gender										
Male	137	98.5	34.6	38.6	26.8	65.4	61.9	63.2	96.2	96.1
Female	123	98.4	22.9	39	38.1	77.1	77.7	77.5	96	96.3
Racial/Ethnic Group										
White	108	100	16.5	45.6	37.9	83.5	80.2	79.1	95.3	95.6
African American	125	97.6	38.8	32.8	28.4	61.2	57.9	57.6	96.5	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	86.2	99.9	97.3
Hispanic	27	96.3	34.6	38.5	26.9	65.4	64.7	62.6	97.9	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	93.2
Disability Status										
Disabled	39	97.4	81.1	13.5	5.4	18.9	16.1	26.1	95.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	27	96.3	34.6	38.5	26.9	65.4	62.6	61.2	97.9	97.2
Socio-Economic Status										
Subsidized meals	181	97.8	35.3	36.5	28.1	64.7	59.7	58.9	96	96

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	85	100	24.4	36.6	39	75.6
	4	107	99.1	29.6	32.7	37.8	70.4
	5	71	100	19.7	51.5	28.8	80.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	85	100	28	42.7	29.3	72
	4	107	99.1	20.4	49	30.6	79.6
	5	71	100	19.7	47	33.3	80.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	43	100	45	50	5	55
	4	107	99.1	27.6	58.2	14.3	72.4
	5	35	100	28.1	62.5	9.4	71.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	42	100	26.2	47.6	26.2	73.8
	4	107	99.1	24.5	49	26.5	75.5
	5	36	100	38.2	44.1	17.6	61.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	86	97.7	32.1	32.1	35.8	67.9
	4	104	99	27.6	46.9	25.5	72.4
	5	70	98.6	27.3	34.8	37.9	72.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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